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Davidson College Bulletin.

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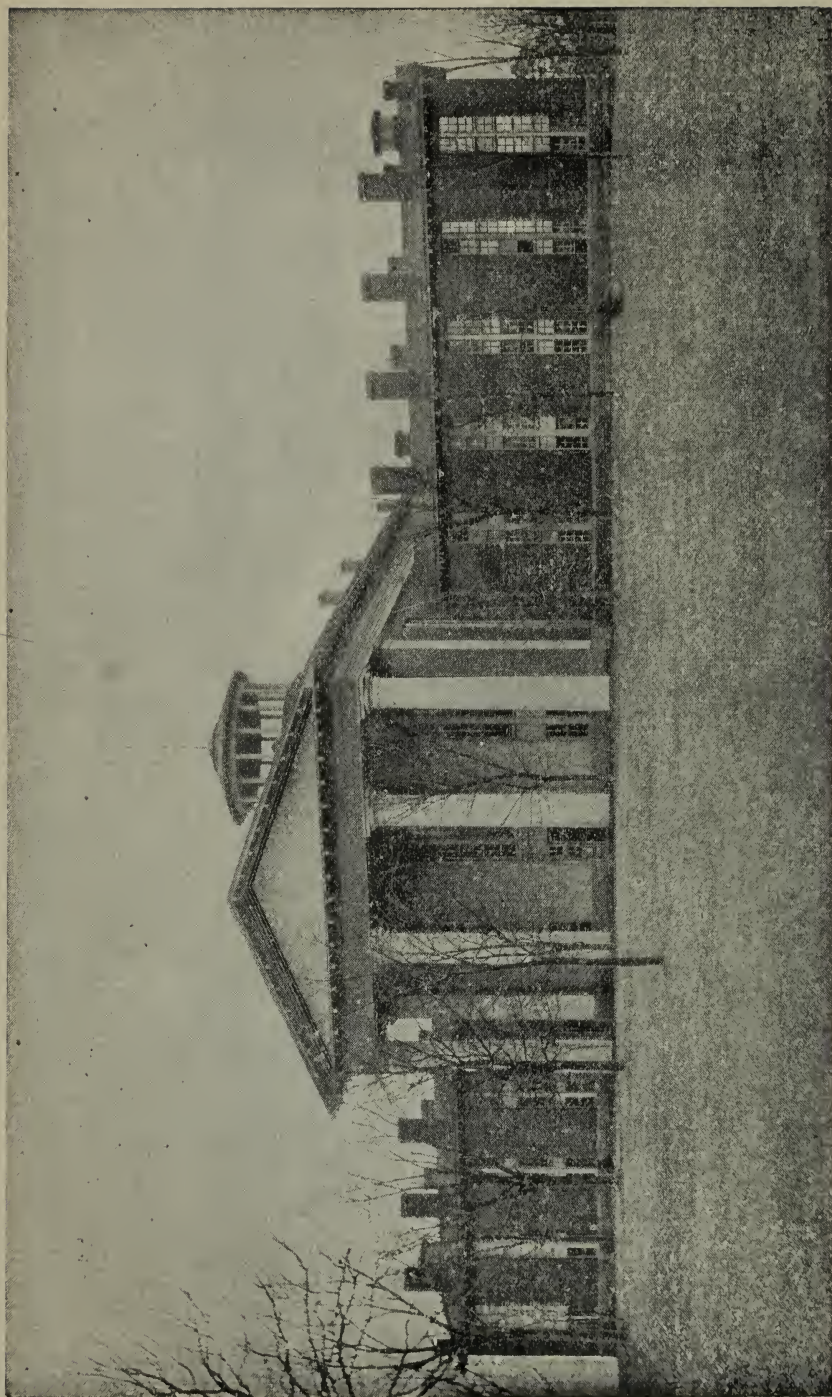
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Davidson, N. C.**

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CHAMBERS BUILDING, (Erected in 1858-9.)
[Formerly called the Main Building.]

RECENT GIFTS TO DAVIDSON.

“Money given to a college is money saved—saved not only for the next generation, but also saved for the endless time. Therefore the man who gives to a college can, with a reasonable degree of assurance, feel that he is founding a trust which shall be perpetual in its beneficence to humanity. * * * The last conclusion, which English and American history confirms, is that the agency through which wealth—be it ten thousand dollars or ten million—is most certain of doing the most good, to the most people, for the longest time, and in the widest realms, is the college and university.”

PRES. CHAS. F. THWING.

The Shearer Biblical Hall.

Several gifts of importance have made the past year or two memorable in the history of Davidson. In some future issue of THE BULLETIN we will describe the magnificent Martin Chemical Laboratory, built by the Alumni and friends of the College as a memorial to Col. Wm. J. Martin, who was for a quarter of a century the central figure in its history. This was finished less than a year ago, yet already the College is rejoicing in the acquisition of another long-needed building, as stately and beautiful as it is useful, the Shearer Biblical Hall.

A cut in the next number of THE BULLETIN will show the elegant proportions of this most conspicuous feature of the campus. It is a gift of Dr. J. B. Shearer. D. D., LL. D., to the cause of Biblical Instruction, to which his whole life has been devoted, and to the College whose destinies he guided so wisely for twelve years. Underneath its classic portico are two marble tablets. The one on the left of the entrance shows an open Bible with the words SIT LUX on its pages. Under it the great seal of the College is beautifully carved. The tablet on the right of the door bears the following inscription:

ERECTED FOR THE
GLORY OF GOD
AND DEDICATED TO
LIZZIE GESSNER SHEARER
BY HER HUSBAND.

“The heart of her husband doth safely
trust in her.”—Prov. 31 : 11.

The whole upper floor of the building is an auditorium, seating about 500, used for morning prayers and all public lectures, etc. It has handsome seats, a large rostrum with footlights, and two dressing rooms. The floor is sloping, the whole room admirably lighted, and the ceiling and furniture elaborate and artistic.

The first floor contains the Biblical recitation-room, a large students' reading-room, the Greek class-room, and the offices of the president and his secretary.

In the basement is a Peck and Hammond furnace, which heats the whole building. The exterior is finished in stucco, and the ornate cornice and pillared portico add much to the architectural effect.

Dr. Shearer and his noble wife have spent their long lives doing good to others, and no more fitting monument could be reared to commemorate their joint labors than this beautiful building, carrying on through the ages to come the life's work of the builder, and testifying to the wifely devotion, the kindly disposition, and the strong good sense that have been for so many years the light and strength and blessing of his home.

• An Organ for the Auditorium of the Shearer Hall.

Dr. J. P. Munroe is a distinguished alumnus of Davidson, a life-long lover of music, and the leader of our church choir. In what more fitting way could he testify to his loyalty and exhibit his generosity than by donating to the new prayer hall a handsome chapel organ? The instrument has been ordered, and will doubtless be in place when these lines are put in print. Our large student choir will rejoice in this acquisition, and they, with the faculty and student body, return their sincere thanks to the giver.

Eight New Scholarships.

To found a scholarship in a permanent and well-conducted college is to open a fountain of knowledge and inspiration which will be blessing humanity long after the givers have gone to their eternal reward. A thousand dollars, placed in the hands of the trustees for this purpose, pays each year the tuition fee of one student. Fifteen hundred dollars so invested pays all College fees, tuition, room rent, and incidentals.

The Class of '93

Are not blessed with worldly wealth, but they have ever been rich in love for the College, in generosity, and in their devotion to one another. They have set the pace for future classes by raising one thousand dollars and establishing a tuition-paying scholarship as their memorial. No class in the history of Davidson has held so many re-unions on the old campus. No one who visited the College with the General Assembly in '97, or with the Synod in '01, can forget the impromptu concerts given by the members of the class of '93, and the way the campus echoed with their class song. Their names are as follows—may their tribe increase:

Edwin Douglas Brown, Wm. Carson Brown, Jas. McDowell Douglas, John Leighton Douglas, *Wm. Kenneth Forsyth, Virgil Riley Gaston,

* Deceased.

John Hunter Grey, Robert Junius Hunter, Wm. Mayhew Hunter, Thomas Wilson Lingle, Robert Lee McNair, Chas. Montgomery, Samuel Williams Moore, Hugh Roderick Murchison, Hinton Raleigh Overcash, *Alonzo Knox Pool, *John Richardson Schenck, Edward Stansbury Tillinghast, Henry Grinnell Tyson, Jr., Watts Monroe Voils, John Wakefield.

The R. W. Allison Scholarship.

Robt Washington Allison, Esq., was for a generation the pillar of the Presbyterian Church in Concord, N. C. He was born in Charlotte, April 24th, 1809. Left fatherless and without means at the tender age of seven, he early developed that self-reliance, courage, and strength of character which brought him ample means and wide influence in later years.

In 1823, at 14 years of age, he began his business life in Concord. In 1832 he united with the Church; in 1847 he was elected a Ruling Elder, an office he nobly filled for more than a half century. His name was a synonym for perfect integrity, business sagacity, and intelligent piety.

As Postmaster, State Legislator, County Clerk, member of the Constitutional Convention of 1876, Master of Equity for his county, leader in the business of his growing city, Ruling Elder in the Church, Trustee of Davidson College, beloved husband and father, he always and everywhere held the respect and confidence of his fellow-citizens, and in his private life walked hand in hand with God.

On September 21st, 1898, he was taken from his long life of service below to the reward above. His triumphant death was a fit ending to such a life.

Immediately after his death his beloved daughter, Mrs. J. M. Odell, (née Addie Allison), conceived the design of founding a scholarship at Davidson in memory of her sainted father, and mentioned her purpose to the College authorities. This intention she has just carried out, and the memorial scholarship is available for next year.

This monument to his memory is a living one, far better than dead marble, and will continue to reproduce forever in countless lives the qualities which made his life a blessing to himself, his family, and the whole community. Such generosity as Mrs. Odell's is twice blessed—it blesses the living while it honors the dead.

The P. B. Fetzer Scholarship.

Mr. P. B. Fetzer is a prominent and influential citizen of Concord. His home is one of the most beautiful and artistic in the city, and is the centre of a most cordial and generous hospitality. He has a large family of boys, and is deeply interested in Davidson and its work. His eldest son was graduated last May, and is now taking the course in Electrical

* Deceased.

Engineering at Cornell. The second is a Sophomore at Davidson, and a third will enter next fall. To place the blessings of a liberal education in reach of other people's sons, around whose aspiring souls poverty has built her prison walls, Mr. Fetzner has founded a scholarship paying the tuition fees of a student. If a hundred of our successful business men would take time in the rush of their busy lives to imitate his example, and place this golden opportunity in reach of young men struggling with poverty, their gifts would be upbuilding and blessing humanity long after their mills and factories had mouldered into dust.

The Frances Taylor Scholarships.

By the will of the late Miss Frances Taylor, of New Bern, N. C., a certain part of her estate was left "to the trustees of Davidson College, to be by them invested as they think best, and the income to be perpetually expended in paying for one or more scholarships in said College, the beneficiaries to be selected by the First Presbyterian Church of New Bern, subject to the approval of the authorities of said College." The bequest yielded the sum of \$5,428.29, which was turned over to the trustees last summer, thus establishing a scholarship fund paying nearly \$330 a year, equal to five and a half tuition scholarships.

Thus the scholarship fund of the College, which amounted last year to \$12,000, has been increased by \$8,428 within the past eight months. To those who see the need of these helps, who are brought into constant contact with noble young men of the highest promise to whom a scholarship opens the way to a life of broader usefulness and power, these gifts are a cause of profound gratification. May God bless the givers, and may the contagion of their example waken kindred souls all through our territory to deeds of like generosity and munificence.

A PRESSING NEED.

A growing college needs many things, and Davidson's needs would fill this issue of the BULLETIN. We sadly lack a Museum, where our 11,000 minerals, rocks, fossils, and shells might be properly housed, used, and exhibited. There should be established a Chair of Biology, and that immediately, if we are to keep pace with the demands of modern college instruction. Our Main Building should be renovated, repainted, and heated by steam. A college electric plant should also be established for lighting the various buildings, now numbering seventeen. But the most pressing need is probably a new dormitory building. There are at present only two unoccupied dormitories in the Main Building, and three on the campus, and not more than two or three rooms are at present occupied by only one student. Our outgoing Senior Class is an unusually small one, and should our numbers next year

increase by fifteen, we would have reached the utmost limit of our accommodations. Nor can the private houses of the village be called upon for help, for every spare room within a half mile of the college is already occupied by students of the North Carolina Medical College.

The present management of the College has no desire to duplicate the Main Building, a vast pile of brick and stone, accommodating over a hundred students, and given over wholly to their keeping.

The old Steward's Hall, a relic of 1837, now used as a private boarding-house, should be removed, and a large home-like building erected in its place, containing sixteen or eighteen students' rooms, an ample dining room, with kitchen, pantry, etc., and a students' parlor. There should be, in addition, a suite of four or five rooms for the family of the man or woman who should live in the building, take care of all the rooms, and furnish students' meals. The building should be heated by steam, thus lessening at once fire-risk, expense, and dirt. The rooms should be plainly furnished, and thus an income derived from using the building as a hotel for summer visitors.

Such a building would cost something like \$12,000, would furnish not mere dormitories, but something like a home, for thirty-six students; would add a favorably located boarding-house to our present limited supply, with a dining-room large enough for college social functions; would give us a place for desirable summer visitors, who at present knock vainly at our gates; and would place the rooms of its occupants in the daily care of a competent lady. Here is an opportunity for investing money for the advancement of a great cause, for the betterment of others, for the strengthening of our College and the broadening of its influence. Who will respond and make such an investment for the good of humanity?

DAVIDSON AS A HEALTH RESORT.

At the opening of the fall term the authorities installed a capable man as a Gymnasium Director, and fitted up his office with a full set of anthropometric apparatus. The measurements taken during the fall afford a remarkable demonstration of the healthfulness of college life in general, and bear special testimony to the tonic effect of Davidson's air, water, and fare. These measurements were taken about the middle of September, and again about the middle of December, only three months apart. The average age of the students is about twenty years, at which age the normal increase of weight would be slightly over a half pound per month. Yet a three-months' residence at Davidson shows the following:

Of the Senior class two lost weight, and the remainder averaged a gain of $8\frac{1}{2}$ pounds each, two gaining ten pounds or over.

Of the members of the Junior class, two lost in^e weight, four neither gained nor lost, and the remainder added 8 pounds apiece to their weight at the beginning of the term. Eight of them gained 10 pounds or over.

Three of the Sophomores lost in weight, two remained stationary, and the gain of the remainder averaged 6½ pounds, twelve of them gaining 10 pounds or over.

Of the Freshman class, two lost in weight, four remained stationary, and the rest made an average gain of 9½ pounds, fifteen of them gaining 10 pounds or more.

As the second measurements were voluntary and taken during examinations, only 110 students were measured both at the beginning and at the close of the three months. Of these 110, nine lost in weight, ten neither lost nor gained, while ninety-one, four out of very five, made an average gain of 8 pounds per student. One-third of the whole number, 37, made a gain in this short time of 10 pounds or over, several of these adding from 18 to 20 pounds to their weight on entrance.

These astonishing figures bear striking testimony to the healthfulness of Davidson. It is doubtful whether they could be duplicated at any so-called health resort in the country. Few areas in the United States have a more desirable climate than the Piedmont Belt of the Carolinas, and our forefathers wisely located Davidson in the choicest part of this favored section. The Blue Ridge is in sight, outlined against the western sky, yet we escape the cold winters of the mountain plateau. The Shearer Biblical Hall is on the exact crest of the watershed between the Yadkin and Catawba, half the water falling on its roof going to one river and half to the other, and the college grounds are drained in every direction, north, south, east, and west.

Davidson is 850 feet above the sea level, in reach of the mountain breezes, yet one dwelling on the coastal plain can return home for the summer with safety, which would not be the case from Asheville or Blowing Rock. Again, those living in the mountains can return to college in September with no ill effects, such as would follow a change from the mountains to Eastern Carolina at that season.

These, with the unexcelled water furnished the students from flowing artesian tube-wells, are some of the causes which have operated to produce the remarkable results shown in cold impartial figures in the first part of this article.

THE HONOR MEN OF THE FALL TERM.

The following students have made an average of 95 or over on the studies of the fall term, and are therefore entitled to rank as Honor Men :

Senior Class: D. W. Richardson, Nelson, S. C., prepared for college by the Presbyterian High School of Columbia, S. C.

Junior Class: W. W. Arrowood, Bethel, S. C., prepared by the Laurinburg (N. C.) High School; H. H. Caldwell, Harrisburg, N. C., prepared at the Charlotte Military Institute; W. M. Dunn, Jacksonham, S. C., prepared at the Rock Hill Presbyterian High School.

Sophomore Class: E. D. Kerr, Rankin, N. C., prepared at Sharon Academy; C. A. Cornelson, Orangeburg, S. C., prepared in the Orangeburg Graded Schools; L. W. White, Jr., Abbeville, S. C., prepared in the Abbeville Graded Schools; J. W. Currie, Davidson, N. C., prepared at Fredericksburg (Va.) Collegiate Institute; R. H. Adams, Laurens, S. C., prepared at the Eatonton (Ga.) Public School.

Freshman Class: S. C. Williams, Mooresville, N. C., prepared at the Mooresville Academy; W. T. Gibson, Barium Springs, N. C., prepared at the Davidson Academy.

Eclectic Students: A. S. Dennison, New Bern, N. C., prepared at Horner's School.

It will be noticed that of the twelve Honor Men six are from North Carolina, six from South Carolina, and none from any other State, though many others are represented among the students. As somewhat less than a third of the students are from South Carolina, while one-half of the Honor Men come from the Palmetto State, she stands easily first in the average quality of the students furnished to the College. Three of the twelve were prepared by public schools; nine by private or church schools. By far the larger number are from small towns or country villages.

THE RELATION OF DAVIDSON TO COLUMBIA SEMINARY.

Some twenty years ago Davidson furnished a good many students to Princeton Seminary, and it was charged that her professors had advised the students to go to Princeton in preference to Columbia or Union. Since then several candidates for the ministry from Georgia, especially from Atlanta, have attended Union Seminary rather than Columbia, which is jointly owned and controlled by the Georgia Synod.

The reasons for this movement are obvious to any one acquainted with the connection between Atlanta and Union Seminary, yet here again it was charged, and believed by many friends of Columbia, that the authorities at Davidson had "influenced" these students to leave Columbia for Union. In neither case was there the least foundation for the charge. The authorities have always advised all candidates under care of Presbyteries to consult their own Presbyteries and be guided by their preferences in this matter.

Several years ago the present President of Davidson College, then a professor in her faculty, was appointed, without his knowledge, a Direc-

tor of Union Seminary. When elected to the Presidency of Davidson, it was his desire to occupy some official relation to Columbia Seminary also, as her whole area of patronage lay within that of Davidson, and would be traversed by him repeatedly. This plan seemed hedged with unforeseen difficulties, and at the last meeting of the North Carolina Synod his resignation as Director of Union Seminary was handed in, on the ground that Davidson College belonged equally to both Seminaries, and the President desired that neither he nor any of its Faculty should occupy a more intimate relation to one Seminary than to the other. This resignation was accepted, and Davidson stands to-day the strongest ally of Columbia Seminary in her whole territory.

PHYSICAL TRAINING AT DAVIDSON.

The authorities at Davidson are cordial believers in bodily training and discipline, as well as intellectual. The Physical Director of the College is Mr. John A. Brewin, an A. B. of Boston College, Mass., a member of the New York Athletic Club, an accomplished athlete and skilful trainer, as well as a gentleman of irreproachable character and habits. His office in the Gymnasium is fitted with a complete set of anthropometric apparatus, and his classes in boxing, club-swinging, dumb-bell exercises, etc., are large and enthusiastic. The cross-country running team has developed some fine material, and many students take their daily "run" as regularly as their meals.

The Annual Field Day will be held during the latter part of March, and promises to excel all previous ones. An interesting programme is being arranged and many visitors are expected. The whole day is given up to these athletic contests, and valuable prizes are offered to the winners. Excitement culminates in the one-mile class relay race, each class furnishing a team of four runners.

The Gymnasium is well supplied with apparatus, and has an annex containing hot and cold shower baths, with cement floors and convenient dressing rooms. Keyless locks and ventilating doors have already been purchased, and the dressing rooms will soon be provided with lockers.

Football.

[From the December Number of The Davidson College Magazine.]

For the benefit of those interested in football at Davidson, we will give a brief outline of her achievements during the past season.

Although we lost an unusually large number of last year's team, still there was an abundance of good material, and the prospects were bright for a successful year.

Our schedule of games had been carefully arranged, and during the

first month the team was hard at work, making ready for the coming struggle. Under Mr. Brewin's careful coaching they made rapid progress.

Two practice games were played early in the season: one against Guilford College, 24 to 0 in favor of Davidson, and one against the North Carolina Military Academy, of Red Springs, 23 to 0. These practice games were of much benefit, and in the battle royal with the University of North Carolina which followed. Davidson and the University were, till near the close of the game, evenly matched. When the time was up, however, the University had one touchdown to her credit, making a score of 6 to 0.

Three days after this hard game in Charlotte, the team met and defeated South Carolina College, on their own ground at Columbia, by a score of 12 to 5.

"The Davidson players gave a fine exhibition of good football playing, made 10-yard gains around Carolina's ends, and outplayed Carolina at every point, except defending against line-bucking."

The next game was with the University of Georgia, in Athens. "After a spirited contest of two twenty-five minute halves, Davidson won from Georgia by a score of 16 to 6. During the first half Davidson's line was impregnable. The whole team played the best game of the season."

Unfortunately Davidson could not arrange another game before the contest with the A. & M. at Raleigh. Their defeat here was entirely unexpected, as the A. & M. had always hitherto been a comparatively easy victim, and was largely due to over-confidence and under-estimating the strength of our opponents.

The last and most pleasant event of the football season was the elegant banquet given at the Helper House by Dr. J. P. Munroe to the Davidson football team. Dr. Munroe presided as toastmaster, and the following guests responded to toasts during the evening: "Football and College Spirit," J. W. McConnell; "The Practice Game," M. Caldwell; "Our Failures," Dr. J. M. Douglas; "Our Successes," Dr. W. J. Martin; "The Football Roster," J. A. Brewin; "Football in the Public Eye," A. Currie; "The Scrubs," Dr. C. R. Harding; "Our Future," Dr. A. T. Graham.

Baseball.

Though the baseball season is by no means at hand, Coach Brewin is rapidly getting a good team in shape, and the men are already under regular rules and restrictions and undergoing daily training. This will be the first appearance of Davidson in the arena of inter-collegiate baseball, and of course her material is all raw and unseasoned. Still we confidently expect to give a good account of ourselves and uphold the banner of our College in each of the half-dozen games, which is the maximum number allowed by the faculty.

Tennis.

In spite of the winter weather, many of the tennis courts are occupied each day, and as spring comes on interest in the game increases till the twelve or fifteen college courts are all scenes of busy activity each afternoon. The tournament between Davidson and the Charlotte Y. M. C. A. has been postponed on account of bad weather, but before this gets into print it will probably have been "pulled off," and Davidson, let us hope, declared the winner.

DAVIDSON COLLEGE A SOUTH CAROLINA INSTITUTION.

Among a certain class of loyal South Carolina Presbyterians there is a feeling that their Synod is dependent on North Carolina for the collegiate education of her young men; that North Carolina has a strong and flourishing College, but that the Presbyterians of South Carolina have not. This statement is erroneous and misleading.

Davidson is a South Carolina College, and has always been since its founding in 1837. Georgia and Florida have recently been annexed, so to speak, and are too far away for convenient access. The authorities of Davidson will welcome and heartily assist any movement toward placing a first-class college in this great and needy territory.

But the Presbyterians of South Carolina have always owned and controlled Davidson in conjunction with those of North Carolina. It is now and it always has been a South Carolina College.

I. In Its Establishment.

In 1837, Bethel and Concord Presbyteries, one in South Carolina, the other in North Carolina, founded Davidson College. It had to be located somewhere, and was placed where Presbyterians were most numerous, in a North Carolina county, bordering on the South Carolina line. In territory North Carolina is much larger than South Carolina, and contains nearly twice as many Presbyterians. The geographical centre of the two States, as well as the Presbyterian centre, would, therefore, fall just over the boundary, inside the larger State. This is where your forefathers, in conjunction with their North Carolina brethren, most wisely and impartially placed it.

Davidson, therefore, is a child of South Carolina parentage, and is yours *by right of birth*.

II. In Geographical Location

Davidson College is even more convenient and accessible to South Carolina than to North Carolina. If regarded as a North Carolina College, it is far away from the centre of the State, near its southwest

border. Currituck county, N. C., is nearer to Philadelphia than it is to Davidson.

But the two States together have a peculiarly compact form, and our fathers could not have chosen a more central location. The capital of South Carolina is 25 miles nearer to Davidson than the capital of North Carolina. If a line, two hundred miles in length, be drawn around Davidson as a centre, it will pass within six miles of both Wilmington and Charleston. The circle so formed will embrace the whole State of South Carolina, except three counties, yet it will leave outside of its area twenty-four North Carolina counties, more than one-fourth of the whole State.

Davidson College is, therefore, nearer, on the average, to the Presbyterians of South Carolina, and more accessible to them, than to those of North Carolina.

III. In Ownership and Control

Davidson is, in a true sense, more of a South Carolina than a North Carolina institution. This may surprise some who are ignorant of the true state of affairs.

The 19,856 Presbyterians of South Carolina appoint 16 Trustees; the 35,275 in North Carolina only 27. Thus every 1,241 South Carolina Presbyterians have a Trustee's vote in the College councils, while North Carolina has only one Trustee to 1,306 members. The President of the Board of Trustees is a South Carolinian. So is the President of the Alumni Association. So was his predecessor.

IV. In the Corps of Professors

Teaching at Davidson, the Synod of South Carolina has also more than its share of representatives. Of the eight full professors, one is a Virginian, four are from North Carolina, and three from South Carolina. Thus every 6,600 South Carolina Presbyterians are represented by a professor, but for North Carolina there is only one professor to every 8,800.

V. Among the Students

At Davidson, though it is in the centre of North Carolina Presbyterianism, South Carolina has practically an equal representation with North Carolina. Omitting the medical students, who are not regular members of the College, and also the few students living in the little village of Davidson itself, we find the surprising fact that South Carolina Presbyterians were represented last year by one student to every 508 communicants, while the North Carolina Synod had one to 490.

These facts should be thoroughly known to all South Carolina Presbyterians, and cordially recognized by them. Davidson is *their* College; its magnificent property, the accumulation of two-thirds of a century, belongs to them. It was born of South Carolina consecration

and liberality. In its corps of professors, and in the ownership and control of its property and policy, the Presbyterians of South Carolina have more than their share.

Any statements, therefore, which would lead South Carolinians to infer that Davidson is a *North Carolina* College, are not in accordance with the facts, are opposed to the interests of higher education in the South Carolina Synod, and are much to be regretted as tending to divide South Carolina Presbyterians from an institution which is their own by *birth, history, patronage, ownership, and control.*

A QUESTION: THE ESTABLISHMENT OF A HIGH-GRADE COLLEGE FOR MEN BY THE PRESBYTERIANS OF SOUTH CAROLINA.

Not a few patriotic South Carolina Presbyterians believe that the interests of higher Christian education in their Synod would be forwarded by a slow separation from Davidson, and a simultaneous building up of a Presbyterian college within the bounds of South Carolina, preferably using the present institution at Clinton as a nucleus for the future college.

The promoters of this movement are animated by no hostility to Davidson nor dissatisfaction with its work. Far from it. They speak in the highest terms of its increasing efficiency and its noble history. Yet the success of their plan would cut off all Davidson's official area of patronage outside of North Carolina, and confine her efforts to the small circle of 35,000 Presbyterians in the Old North State. It would be difficult, probably impossible, to build up a great and influential college on so small a base, even were some multi-millionaire to furnish unlimited funds for both endowment and equipment.

The retention of South Carolina is, therefore, almost essential to the full success of Davidson College, and this article is born of loyalty to her interests. Not a sentence in it is inspired by any feeling of hostility toward the institution for whose success many consecrated Presbyterians are both praying and laboring.

The writer believes that for South Carolina to present to her northern neighbor the magnificent property at Davidson, of which she is joint owner, and then with her limited area, numbers, and resources, to begin the Herculean task of founding and building up a modern high-grade college within 96 miles of the one she thus gives away, would, first, weaken the intellectual prestige of the Presbyterian Church in South Carolina; second, leave the Church helpless for a generation, perhaps forever, against the competition of the wealthy and powerful State colleges of South Carolina; and, third, add one more to the long list of

instances where local loyalty and local patriotism hide the broader outlook and sacrifice the greater good.

Yet no one realizes more fully than he that there are not a few consecrated men who believe that this very course would be a blessing to the Synod of South Carolina, and a great advantage to her educational interests. It is a matter of judgment, and should be debated in all Christian courtesy. Not a word in this discussion shall be written against the institution which many South Carolinians hold dear, or the self-sacrificing teachers who are laboring there, and should the Presbyterians of South Carolina officially decide to dissolve the old-time joint ownership and set up their own institution across the border, there will be left no trace of bitterness or chagrin on the part of the Davidson authorities.

Why should the two Synods unite in building up one strong, efficient, liberally-endowed institution instead of two?

1. Because of the singular geographical compactness of the two States combined; the similarity, almost identity, of their soil, productions, climate, and topography; the homogeneity of the two populations and their identity of interests and occupations; the perfect harmony and fraternal feeling of the two Synods, and the admirable location of Davidson considered as a *Carolina* College. Here are many bonds, civic, social, industrial, religious, geographical; against them lies a political boundary line, unseen, unfelt, and unimportant.

2. Because, by the combined effort of the two Synods, Davidson has already accumulated a magnificent property, won a large constituency, formed dignified and scholarly traditions, and built up a high reputation through all the Southern States. To duplicate these things would require a half-century of hard work and self-denial.

3. Because in union there is *strength*. The highest wisdom and business skill of our marvelous age finds expression in combination of forces for the sake of greater efficiency, economy of operation, and power.

There are not 20,000 members of our Church in the whole State of South Carolina, not enough to populate a very small city. Half of these are women, and nearly a third children. It is impossible that such a small group can establish, endow, and adequately patronize a really strong college, able to compete with State institutions.

To point to a college in each State maintained by Methodists and Baptists does not weaken the force of these facts. There are more Baptist communicants in the one State of North Carolina than there are Presbyterians in North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Tennessee, Arkansas, and Kentucky, and the Methodists are as numerous as the Baptists. These denominations are probably stronger, as compared with Presbyterianism, in South Carolina than in North Carolina. To argue, therefore, that the handful of Presbyterians in each Southern State can establish and maintain a high-grade college, because these denominations, with six

to eight times our strength, attempt to do so, betrays the possession of more denominational vanity than judgment or logic.

Two such Synods as North Carolina and South Carolina, with a plant worth \$300,000 to start on, may build up a really great and efficient institution of learning. For the lesser Synod, with scarcely one-third the combined membership, and practically nothing to start on, to undertake that task alone, is to sacrifice her intellectual prestige for generations.

¶ If, when the Presbyterian College of New Jersey was growing into power fifty years ago, the great Synods of Pennsylvania and New York, animated by the same local patriotism, had refused their support and established institutions of their own, there would have been no Princeton University, and the history of the Northern Presbyterian Church would have to be re-written.

4. They should unite for the sake of *economy*. Why do railway, mining, and manufacturing companies form themselves into great combinations under one management? Whence have come the almost unheard-of earnings of the Standard Oil Company and the great Steel Combine? Not by raising the price of kerosene or of steel, but by economy of management and operation.

In nothing is this more remarkably true than in college and university education. Two institutions, let us suppose, have 150 students apiece. Each must have its president, secretary, treasurer, its laboratories, library, gymnasium and director, lighting plant, water works, museum, reading-room, campus, etc. Each must have its professors of Latin, Greek, Physics, Mathematics, English, etc.

Combine them into one with 300 students. We have now one library to maintain, one set of laboratories, one gymnasium, water-works plant, museum, etc.; one president, secretary and treasurer, instead of two; and one full professor is still ample provision for each department.

To be more concrete: if each plant for 150 students cost \$100,000, equal laboratory and other equipment for 300 could be procured for \$125,000, thus saving \$75,000. If it required \$20,000 a year to maintain each institution for 150 students, \$25,000 would provide instruction for 300, thus saving \$15,000 a year. In no branch of industry does combination effect a more remarkable saving of expense.

This economy is illustrated in the canvass now being made for the Twentieth Century Fund. Within two years Davidson has received \$17,000 in buildings and \$8,428 for scholarships. Dr. Staggs is now engaged in raising \$125,000 of additional endowment. With the two Synods combined, every dollar of this vast sum belongs as much to the students from South Carolina as if it were collected in their own State. If \$50,000 were raised for the same purpose in South Carolina, each student from both States would get the benefit of the whole \$175,000. To build, with the proceeds of their self-denial, a fifty thousand dollar

college for their own sons, to take the place of one which would employ nearly half a million to educate these boys, would be neither the part of wisdom nor of economy.

Some may point to the increased cost of travel when one institution serves both States. In comparison with the enormous expense of doubling each professorship, laboratory, etc., this additional cost of railway travel is utterly insignificant. To transport the whole student-body of one of the colleges to the more distant one, say 100 miles, and back, would cost far less than half the salary of *one* professor.

5. For the sake of greater *efficiency*. When the plant and endowment of the two colleges are combined in one, we have each laboratory twice as large and twice as well equipped with apparatus; the library and reading-room have twice as many books and magazines; the physical, astronomical, and biological apparatus is doubled; there are twice as many rocks, minerals, and fossils accessible to the students; and either the number of professors and departments can be doubled, or professors of twice the reputation and ability can be employed, and, what is more important, retained. Yet each of the 300 students has access to all the apparatus, all the books and magazines, all the fossils and minerals, and to the instruction and inspiration of all the higher-priced professors, by the payment of the same tuition fee as was charged in the smaller college.

By thus combining the income and other resources of two small, poorly-equipped colleges, we are enabled to furnish to each student, for the same fees as before, an education nearly twice as efficient and valuable as before.

6. To compete with State colleges and universities, the Church colleges must equal them in completeness of equipment and character of instruction given; in other words, they must have equal pecuniary resources.

If the time ever existed when Presbyterian parents were willing to send their sons to an inferior school and sacrifice their efficiency for life, because the school pointed to its name and appealed to their denominational loyalty, that time is fortunately passing away forever.

To reach influence and dignity, a college must have not only a large equipment and competent income, but also large numbers of students in attendance. Neither of these can be secured from a meagre constituency of a few thousand.

The income of the South Carolina College represents an endowment of half a million, and its plant is valued at \$300,000. The income of the University of North Carolina represents \$880,000, invested in 6 per cent. bonds, and its plant is valued at nearly \$400,000.

To maintain the ancient intellectual prestige of Presbyterianism, and to compete successfully with these institutions, our colleges must have equal equipment and resources, and offer to the aspiring young men of our Church equal educational opportunities.

To establish and keep alive in each of our weak Southern Synods a struggling, poverty-stricken school, without adequate faculty, apparatus, or resources for doing genuine college work, is to invite and deserve defeat at the hands of the State schools. To call these schools colleges and universities, and point to them as the intellectual crown and exponent of Presbyterianism, is to invite and deserve contempt as well as defeat.

7. Because of the rapidly increasing complexity and cost of a modern college education, and the diminishing rate of interest on endowments already accumulated. Statistics show that to give a modern college course, with its laboratories, libraries, individual instruction, and trained specialists in each department, costs four times as much as the highest college training cost in 1860, and this complexity, excellence, and cost are increasing faster than ever. Within the last ten years the rate of interest from invested funds in the South has diminished 25 per cent., and is still falling. Almost any one old enough to vote can remember when the legal rate of interest in most Southern States was from 8 to 12 per cent. Thus the income from invested endowments is steadily decreasing, while the expense of giving college education is growing faster than ever. In the 12 largest colleges in the United States the tuition fees average \$150 per student, yet the colleges spend on the education of each student \$395 per year. Tuition fees, therefore, pay but a small part of the actual cost of college instruction, and every school, to do real college work, must be liberally endowed.

The States of Pennsylvania and New York realize this, and the power to confer college degrees is forbidden by law to any institution whose property is worth less than half a million. Several other States are discussing the adoption of the same law.

The inevitable conclusion is that modern college education is too costly to be undertaken by a weak constituency, and cannot be furnished by an institution not financially strong.

8. We fatally cripple and handicap our ministry by educating them in weak, poorly-equipped colleges. The classics and mathematics can be taught by a small faculty with no equipment, but the poor college cannot teach Biology, Geology, Chemistry, and Physics. These demand costly laboratories, expensive apparatus and material, and numerous teachers and assistants. Yet these are the battlefields where Christianity is now meeting her aggressive and often exultant enemies. To send our young ministers to battle ignorant of the field of action, the fortifications and resources of their opponents, and the simplest weapons of this stupendous warfare, is a cruelty to them and an untold harm to their cause. It explains the fathomless contempt of the ordinary scientist for the logic and knowledge of the ordinary preacher, and renders many of our ministers helpless or ridiculous when called on to defend their faith against such attacks.

If Presbyterianism is to maintain her intellectual prestige, her ministers must be as well educated as the college-bred agnostics, materialists, and infidels with whom they must contend for the faith once delivered to the saints. Yet when these poorly-equipped colleges are established by the church, the Presbyteries require their candidates to take this inadequate preparation in lieu of a broader and deeper one, thus fatally handicapping those who are called by their position to be the leaders of our armies. No government on earth carries out in the training of its army officers a policy so short-sighted and destructive.

9. That the unnecessary multiplication of weak schools, mis-named colleges and universities, is unwise and extravagant is the opinion of the foremost college men of our day, who urge their combination into fewer and more efficient ones. For lack of space I will quote but one, the most voluminous writer on college topics in America, President Chas. P. Thwing, author of "American Colleges," "Within College Walls." "The American College in American Life," "The College Woman," "College Administration," etc.

"The influence of a College grows in a geometrical ratio as its endowment and professors and students increase in an arithmetrical. * * It is a great and important truth that the higher seminaries of science and literature in every country should be endowed in the most liberal spirit and to the greatest requisite extent; and as a consequence it is essential that they be few.

I do not fail to recognize the difficulties in any such concentration and consolidation of force, but such concentration and consolidation represent that system which has the most power with the least friction, that method which brings the largest results with the smallest expenditure. We should unite all the fires of our scholarship in a few central suns, rather than scatter them as star-dust through the scholastic heavens."

These are thoughtful and weighty words, from an educator of long experience and unusual facilities for observation, whose voice on such topics is heard over the whole continent. They echo the practically unanimous judgment of all our leading experts in college training, and should, with the arguments which precede them, be carefully and impartially weighed by every thoughtful Presbyterian in the South Carolina Synod. Now is the time to decide the future educational policy of our Church in South Carolina. Shall we consider that its location across the border necessitates the establishment of a new college within the State, and bend our energies to this mighty undertaking; or shall we recognize Davidson in the future as in the past as our South Carolina Presbyterian College, and by faith, and prayer, and sleepless zeal, and loving liberality, rear on the magnificent foundation already accumulated an institution of learning which shall be the peer of any in the whole South, from whose walls shall issue year by year a stream of intellectual and spiritual power to bless and fructify both Church and State?

THE SPRING CALENDAR.

One of the first duties of the Literary Societies after the opening of the Spring term is the election of Commencement Marshals, which occurs early in February.

The Class Banquets are scattered from January to April, the Sophomores holding theirs first this year about the middle of February.

The formal dedication of the Shearer Biblical Hall will take place at 10:30 a. m., on February 13th.

The next evening, February 14th, will be made a notable date in the social calendar by the Reception given to the students of Davidson and the North Carolina Medical College by the young ladies of the Presbyterian College of Charlotte.

On February 22d. the Junior Oratoricals will fill the town with guests. After the exercises of the evening the Junior Class and the visiting young ladies will be given a reception by Doctor and Mrs. Grey.

March 15th will be the Annual Athletic Day, when Davidson will entertain as her special guests the Senior Class of the Presbyterian College of Charlotte.

March 28th will witness the Senior Oratoricals, and again the town will resemble Commencement Week. A reception to the Senior Class will follow the exercises.

In April will occur the contests in the Literary Societies for the Essayists', Declaimers', and Debaters' Medals.

May 10th, Final Examinations begin.

May 25th, 11 a. m., Baccalaureate Sermon. 8 p. m., Annual Sermon before the Young Men's Christian Association.

May 26th, Class-Day Exercises and Re-union of Literary Societies.

May 27th, 9:30 a. m., meeting of Trustees: 11 a. m., Commencement Oration: 5 p. m., Alumni Banquet: 8 p. m., Contest for Orator's Medal.

May 28th, Commencement Day, Delivery of Diplomas, etc.

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Series III

OCTOBER, 1904

No. 4

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SPECIAL NUMBER



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The Work and Aims of Davidson College



WRITTEN AND PUBLISHED FOR THE INFORMATION OF
PROSPECTIVE STUDENTS AND THEIR PARENTS,
AND ALL WHO ARE INTERESTED IN THE
CHRISTIAN EDUCATION OF
OUR YOUNG MEN

CHARLOTTE, N. C.:
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1904.

THE WORK AND AIMS OF DAVIDSON COLLEGE

INTRODUCTORY.

Those unacquainted with college life may suppose that two students of similar tastes and abilities, who take similar courses of study, under equally able and learned professors, but at different institutions, will receive the same education and leave their respective colleges with an equal preparation for life; yet such a supposition would be entirely erroneous. The training derived from the laboratory and class-room constitute only one, and that one by no means the most powerful, of the moulding forces of college life.

Every institution of learning which has carried on its work for many years develops a definite character, an individuality of its own, which exerts an immediate and immeasurable influence on each class of new matriculates, and moulds even the faculty to its long-established ideals. The persistence, the permanence, and the overwhelming force of this college "atmosphere" can only be appreciated by those who are well acquainted with several institutions, and can thus perceive how a college puts its own "hall-mark" on the character, ideals, and ambitions of its students.

The training obtained from the class-room and laboratory constitutes, therefore, but a part, and often the less important part, of a college "education." Latin constructions, mathematical formulæ, and scientific laws learned at college soon grow hazy and disappear from the memory, in the intense absorption of business and professional life, yet the moral standards formed on the campus, the attitude towards Duty, Conscience, and Religion, adopted during the formative period of college life, the habitual ideals and ambitions which then for the first time became a permanent part of the student's inner self,—these con-

stitute a permanent and vital force in all his after life. On them depend his character, his influence, and his true success.

In this fact lies the profound importance of the moral "atmosphere," the traditional moral standards, of a college campus. In many institutions of learning, known far and wide for their rich endowments, renowned professors, and costly laboratories, the new student finds all his previous moral standards and spiritual ideals subverted. Lying to the professors concerning absences is too common to excite remark; cheating on examinations is epidemic; rowdiness is "college spirit;" immorality and drunkenness are regarded as "natural" to high-spirited youth, and rather desirable as broadening a young man's "experience."

Yet parents sometimes choose an institution for the training of their sons with less care and investigation than they consider necessary in the purchase of a stock of goods or the location and building of a barn.

THE AIM OF DAVIDSON COLLEGE.

The aim of many institutions of learning is to produce scholars, investigators, and men of learning. Many professors think that if their classes are diligently and successfully taught, their duty has been done and their responsibility is at an end. Many institutions openly deny that a college or university has any other function or its officers any further obligation. Many others, while unwilling to publicly avow such a theory, yet practically adopt it by their neglect of the social and moral training of their students. Still others profess to believe that the way to make *men* is to throw untrained and susceptible boys into a whirlpool of evil associates and debasing influences, from which, it is true, the strong emerge still stronger, but in which the weak and immature are engulfed and ruined.

Davidson frankly avows her belief that *Character* is more important than Education, that Sincerity, Honor, and Purity are more valuable than Knowledge, and that genuine religion and spirituality are not opposed to manliness. The college also holds that one whose intellect has been highly developed, but all

of whose spiritual faculties are atrophied, is not "broad" but narrow, and that true breadth of culture is found in the harmonious development of body, mind, and moral nature. Mere intellectual training may make a scholar, an investigator, a critic, a literateur, an engineer, an inventor—but never a MAN. As the intellectual transcends the material, so the moral transcends the intellectual, and the momentous question is not what a man *knows*, but what he *is*.

The aim of Davidson College is to make *men*, and its ideal of manhood is one who possesses not only a thoroughly trained mind, and a supple and vigorous body, but also spiritual vision, a trained Conscience, and a disciplined Will.

For this reason Davidson does not welcome, nor will it tolerate, young men who are dissipated, licentious, or dishonorable. Immediately after each Commencement the Faculty makes a careful examination of the standing and character of each student, and those whose continuance in college is deemed injurious are forbidden to return. Earnest efforts are also made to exclude undesirable applicants for admission. Davidson has no craze for mere numbers, nor does it believe that the worth of a college is measured by the length of its roll of students. Even the temptation, which might influence some faculties, to retain unworthy students because the college could not afford to lose their fees, is absent in this case; for the chief problem confronting Davidson is the fact that the marvelous increase in attendance is overwhelming its accommodations. It has so far proved impossible to provide new dormitories, class-rooms, and laboratories fast enough to prevent great inconvenience.

THE SCOPE AND CHARACTER OF ITS WORK.

Among those ignorant of such matters there is a widespread but mistaken notion that those who "graduate" at a University have received "University training." Many low-grade Colleges have been incorporated as "Universities" and advertise themselves as such in order to take advantage of this popular misconception of the meaning of "graduating"

at a University. The thousands of parents liable to be misled in a matter of such grave importance should memorize the following statement, which is brief, clear, and strictly true:

The young man who enters the Freshman Class of a University, passes through the Sophomore, Junior, and Senior Classes, and then receives his regular graduating diploma has been a College student, in the College Department of the University, has taken nothing but College studies in its class-rooms and laboratories, has received the regular College degree of A. B. or B. S., and is a "College graduate," although he has "graduated *at a University.*"

If any one reading this doubts its accuracy, let him submit the above statement to the President of any great University—Johns Hopkins, Princeton, Yale, Harvard, University of Chicago,—and ask if it is not strictly and literally true. It may be urged that these College students although pursuing College courses of study, are exposed to University "influences," breathe the air of a University, and are immeasurably broadened by the "freedom" of University life. It *may* be true that the entire lack of oversight and freedom from moral restraint characteristic of most Universities are best for the grown men studying their professions of Law, Medicine, Engineering, etc., and for the mature post-graduate students who are receiving University training and looking forward to University degrees. Yet thousands of ruined lives bear witness to the fact that many immature young men, entering the Freshman Class directly from the oversight and restraints of home, are not accustomed to temptation nor trained to self-control. Intoxicated with their new-found "freedom" and the shallow conceit born of being "independent," they fall an easy prey to habits of extravagance, indolence, and dissipation.

Another disadvantage of University life for College students is the fact that the really distinguished professors in a great University are wholly occupied with research, authorship, and the training of post-graduate students. Often the most important and formative years of the College course, the Freshman

and Sophomore, are turned over entirely to the care of immature "Instructors" who have had little or no experience in teaching and are often themselves advanced students engrossed in their own studies and teaching for a mere pittance to help meet their expenses.

Davidson is a *College*. Probably no University in the Southern States has so large a proportion of Doctors of Philosophy among its Faculty, yet their entire time and energy are given to the training of College students, viz.: Freshman, Sophomores, Juniors, and Seniors. Not one of these classes in any department is turned over to an "Instructor." All are under the daily care of the regular Professors.

Davidson offers very few post-graduate courses. It should be distinctly understood that it has no departments of Law, Medicine, Theology, Business, Telegraphy, Pharmacy, or Agriculture—no outside courses of any kind to absorb its revenues, dilute the energy of its Professors, or divert their attention. The same high-priced and experienced specialists who teach the Seniors teach also every Freshman course.

THE DAVIDSON FACULTY.

The ideal *University* Professor is first of all a scholar and investigator. His home is the library, the laboratory, the forest, the seashore, wherever his investigations lead him. His zeal is to discover new truth, to add to the world's knowledge, and hence he is continually investigating, discovering, and publishing. Absorbed in his own researches and in superintending the investigations of a small band of advanced students who are also specialists in his department, such a professor takes no interest in the raw undergraduates of the University, and often has neither inclination, skill, nor ability to teach young beginners. Such authors and investigators are often the least efficient teachers in their University, and are personally unknown to the great body of students. Even when they happen to be gifted and inspiring teachers, it is only the advanced classes

who are brought into the circle of their influence. In choosing men to fill the chairs of a University the one essential and decisive qualification is *productive scholarship*. Ability to teach, social and moral influence, personal habits, and religious beliefs are of secondary importance, if not entirely ignored.

The ideal *College* Professor, at least the ideal Davidson College Professor, is selected to do a different work, and chosen from a different class of learned men. His work in life is not research and authorship but *teaching* and *training*. This teaching is two-fold: 1st, the formal instruction in the class-room and laboratory, and 2nd, the influence of the teacher as a *Man*. The first demands wide, deep, and balanced scholarship, made effective and contagious by a genuine talent for teaching. The second is perhaps still more powerful and permanent as a vital influence on the student's ideals and future life. It demands that the teacher be of social, magnetic, and inspiring personality, of spotless purity and honor, and of lofty Christian character. The ideal College Professor is, first, a Man, second, a Teacher, third, a Scholar.

Of the ten members of the Davidson Faculty, not including Instructors and Assistants, each one is a Christian gentleman in the full meaning of these much abused words. No one is ever known to smoke a cigarette, use a profane or obscene word, or "take something" every now and then when away from home or off duty. Almost everyone of them is engaged in some form of active Christian work in Sabbath school or mission chapel.

Every member of the Faculty was a professional teacher of long and successful experience before his election to a chair at Davidson. Every one took a full classical education, with the degree of A. B., before beginning advanced study. Four of the ten are Ph. D.'s of Johns Hopkins, while another took the full Ph. D. course there; two are Ph. D.'s of the University of Virginia, while the remaining three are M. A.'s, one of Yale University, the other two of the University of Virginia. No University Faculty in the South, probably none in the whole country, can show so large a proportion of Doctors of Philosophy from such institutions.

It is a remarkably young Faculty, only one having passed middle age. They are fresh from the great universities, modern in methods and in scholarship, and in warm sympathy with the social and athletic life of the campus, nearly half of them having been College athletes and members of College teams.

THE STUDENT-BODY AT DAVIDSON.

There are no traditions so persistent as those of a College campus. These inherited ideals of College life, the campus "atmosphere," act with almost irresistible force on all newcomers, who are exposed to their influence at a peculiarly susceptible age.

The chief treasure of Davidson, more valuable than rich endowments or costly buildings, is the character of her student-body and the traditions of honor and morality which pervade the life of her campus. Her students represent the flower of Southern Presbyterianism. They represent what is perhaps the most careful and moral home-training to be found in the world outside of Scotland. About one-seventh of them are the sons of ministers. At least seven-eighths of the whole body of students, on the average, are church-members. During the past year (1903-04,) 44 of the students were avowed candidates for the Gospel ministry, several were preparing to go to the foreign field as medical missionaries, seventy were enrolled as regular students in the Y. M. C. A. Bible classes, and twenty-four in the classes devoted to the study of foreign missions.

At Davidson, especially of late years, gambling, drunkenness, and immorality are almost unknown among the students. On the athletic field a spectator may watch the games for weeks without hearing an oath, and wherever the Davidson teams play, their gentlemanly conduct is commented on. Anyone acquainted with the drift of modern College life, especially in the upper classes, away from the religious faith and reverence of our fathers, will be astonished to learn that within the past three years twelve or thirteen students at Davidson, not one of whom had such an intention upon entering College, have openly avowed

their decision to become ministers of the Gospel, and have placed themselves formally under care of their respective Presbyteries.

The authorities at Davidson are sadly aware that College life even there is far from perfect, that it seems impossible to bring together 250 young men with no unworthy members, and that, even at Davidson, a young man can, if he will, find undesirable associates and be injured thereby. This injurious element, however, is exceedingly small, and is rigorously eliminated by the Faculty. For every student whose moral standards are lowered by evil associates at Davidson, a score are made both purer and stronger by the spiritual and moral tonic of its campus life.

That a wrong impression may not be derived from the foregoing let it be distinctly stated that Davidson abominates "goody-goodyness," cant, and religiosity. College life on its campus is peculiarly free, manly, self-respecting, and self-controlled. There is no spying or detective work on the part of the Faculty. No student is ever questioned concerning the misdeeds of another, and it is taken for granted that each student is a man of honor and truthfulness. The "Honor-System" of holding examinations has here attained its fullest development. Obtaining aid on an examination is an offense promptly dealt with by the students, without the intervention, and often without the knowledge, of the Faculty. The punishment for this offense is the immediate and permanent dismissal of the offender from Davidson, whatever his class or social standing.

THE VALUE OF MODERN COLLEGE TRAINING.

The American College of to-day is a unique means of general culture, without a parallel or an equal in any foreign country. A generation ago it was widely believed among practical business men that College education produced bookworms, pedants, and theorists, rather than active, practical, successful men of affairs. There is little doubt that the education given in the Colleges and Universities of that day justified, in some degree, this widespread conviction.

Modern College training, however, is totally different, both in spirit and method, from that of our grandfathers. It is peculiarly complex, developing every side of a young man's nature. It is also vital, human, and intensely practical. One who examines the various fraternities, class organizations, dramatic and musical clubs, literary and other societies of a modern College, with their long list of banquets and social functions, is tempted to declare that the chief work of such an institution is the development of the social nature. From a survey of the gymnasiums, athletic fields and boat-houses, the trainers, coaches, and physical directors, the various "teams," with their long tours and scores of hotly contested games, and the intense athletic enthusiasm pervading students, faculty, and even college employes, the partial observer confidently asserts that our American colleges have become mere athletic clubs, whose chief aim is the physical development of the students. Yet every one who carefully examines the courses of study offered by a modern first-class college, illuminated and enforced by constant work in library and laboratory, and tested by searching examinations and original investigation, who becomes familiar with its wonderful equipment of laboratories, workshops, museums, observatories, libraries, and trained specialists brought from every quarter, must admit that never in human history have such opportunities for mental discipline and intellectual culture been offered to young men.

This complex, all-round, symmetrical training makes the typical American, independent, aggressive, resourceful, and eminently adaptable. Very few, not special students of the subject, are aware that American college training is now the best possible preparation for success in every department of human activity. To encounter without such training the fierce competition of modern American life is to be seriously handicapped in the race for success. The following facts prove this with startling clearness and emphasis. To those parents who allow an immature, inexperienced child of fifteen to decide whether he will go to college or not; who are not willing to trust his unaided judgment in the selection and purchase of an acre of ground or a

farm wagon, though he works with these every day, yet allow him, in utter ignorance of college life and training, to decide that he "does not need a college education"—to parents thus laying up a harvest of vain regrets for their child to reap in after life, I commend the following figures:

The great biographical gazetteer, "Who's Who, in America?" just published by Marquis, of Chicago, contains brief sketches of all living Americans who have reached more than local prominence in any walk of life. These number almost exactly 8,000. A close study of the sketches reveals the fact that of this number 5,000 (again using round numbers) are *full college graduates*. Thus a small group of citizens, numbering perhaps one per cent. of the population, yet having the advantage of a complete college training, furnish five-eighths—nearly two-thirds—of all our most successful and prominent men. This means, translated into comparative figures, that a full college graduate to-day has about 200 times the chance of success possessed by one who has not thus equipped himself for the battle of life.

SOME OF THE DANGERS OF COLLEGE LIFE.

Those eight or ten years that change the boy into a man are necessarily critical and formative, marked by incessant change, unusual development, rapid movement in some direction, good or bad. When by the intense and diversified training of modern college life these changes, social, moral, intellectual, and often physical, are concentrated into four years, it is no wonder that a parent, not seeing his son in the meanwhile, can hardly recognize, in the senior at graduation, the boy he brought to college four years before.

There is little doubt that the social and moral atmosphere of most of our colleges is at present purer and more wholesome than that of our towns or ordinary rural communities. Yet no one will deny that this transition period is beset with special temptations and full of peril to both body and soul.

The first danger arises from the freedom of college life. The boy who has been from his childhood in close contact with parental authority and always governed by the will of others, is unaccustomed to self-direction or self-control, and hence deficient in will-power. Sudden release from the pressure of authority produces a natural reaction, and he is intoxicated with a freedom for which he is not prepared. Thus it happens, with sad frequency, that the carefully reared son, over-governed, over-watched, over-screened from every temptation, and with no experience in self-government, is taken possession of by evil companions as soon as he enters college, and falls with startling rapidity into habits of immorality and dissipation.

In many small institutions, and in all the large ones, where the college officers never see the students except in the classroom, this process is generally unknown till the ruin is wrought, and some act of flagrant misconduct forces it upon the attention of the college government. In fact, the authorities of a large and increasing number of our universities openly declare that they are set to train the mind, and have nothing whatever to do with the morals of their students. The great majority, however, explain and defend their fatal inaction by asserting that throwing untrained and inexperienced boys into a moral whirlpool, to sink or swim without help or oversight, is the best way to make strong swimmers.

A second dangerous element in college life is the evil influence of godless, frivolous, or immoral members of the faculty. One such college officer, even though he has no direct social contact with the students, furnishes by his example a fortress within which every unworthy student takes refuge to defend his own misdeeds and evil habits. More frequently, however, such members of the faculty have strong social instincts and exert great personal influence. In such a case, no one unacquainted with the plastic, imitative, unpoised nature of the younger students at college can possibly realize the immediate and disastrous effect thus exerted by those whose age, official position, and intellectual leadership combine to make their influence almost irresistible.

The third danger in college life is the existence of a low moral standard among the students, an impure and corrupting campus atmosphere. Each college campus has its moral "tone," the slow growth of long years, which is nearly as permanent as its buildings, and acts with almost irresistible power on those who are exposed every hour to its influence. On the campus of many a college all previous moral standards are reversed. Stealing the property of others is sport, lying on examinations is cleverness, discourtesy toward professors is class spirit, drunkenness after a successful examination the lawful meed of victory, and licentiousness the natural right of young manhood. In such an atmosphere it is no wonder that within a few weeks the immature new-comer, though carefully reared, finds all his former moral ideals dethroned and his moral standards subverted.

THE PROPER AGE AND MATURITY FOR ENTRANCE.

A College is no place for children, nor for childish, immature, undisciplined boys of any age. They are overwhelmed and discouraged by the difficulty of their studies, and have not sufficient self-control to use wisely the freedom of College life.

No boy, except one of extraordinary maturity and training, should be sent to College before he is sixteen years old. The average age of those entering the Freshman class at Davidson is probably about 18.*

A young man who has never learned to control himself, who must be forced to study and told when to go to bed and when to get up, who cannot be trusted with the expenditure of money for his incidental daily expenses, is *not* "ready for College," although he may be able to pass the most formidable entrance examinations. Before sending his son away from home, the wise father will teach him how to spend money for his personal

* The large Freshman Class of about a hundred, matriculating in September, 1903, averaged almost exactly 19 years on the day of entrance.

needs, and to exercise an intelligent self-direction in his everyday habits and duties. To keep him in hourly dependence on the will of another, till all of his faculties and appetites, except will-power, are reaching the strength of manhood, is a parental carefulness which is apt to prove disastrous when the hour of separation comes and the will of a child must guide the actions of a man.

All parents should understand that Davidson is not a high school, and uses no high-school methods of oversight and management. Attendance on College duties, including morning chapel exercises and divine worship, is imperative; no one can leave College without permission; every instance of improper or immoral conduct coming to the ears of the Faculty is promptly dealt with; and at the close of each term undesirable or incorrigibly idle students, although guilty of no flagrant misconduct, are quietly eliminated.

Beyond this simple program, a student governs himself, chooses, as far as possible, his own room, room-mate, and intimate companions, studies when and where he pleases, selects his own hours for retiring, rising, and recreation, and visits his friends at will. His liberty is not restricted by a list of rules and regulations, and his word of honor is implicitly accepted.

The desire of the College authorities is:

1st. To give to the students the fullest measure of freedom which their maturity and self-control enable them to use wisely and profitably.

2nd. To encourage and train in every possible way the faculty of self-government and self-direction, both on the part of the individual students and of their various organizations.

Neither of these ends can be attained under the formal code of military discipline, or the numerous petty regulations suitable to preparatory schools.

FRESHMAN ENTRANCE REQUIREMENTS.

TO THE CLASSICAL COURSE.

This is a four-year course leading to the degree of A. B.

ENGLISH.—1. *Language*.—The principles of the language as given in any modern high-school grammar.

2. *Composition*.—Stress will be laid upon the practical knowledge of spelling, punctuation, the use of capital letters, and sentence and paragraph structure. No formal rhetoric will be required, but the use of such text-book as Buehler's or Butler's School English, or Genung's Outlines of Rhetoric, is recommended.

3. *Literature*.—The masterpieces appointed for College entrance by the Association of Colleges and Preparatory Schools of the Southern States will be used as the basis for this part of the entrance requirements, *or their equivalents may be offered*. These texts for 1903, 1904, and 1905 are as follows:

(1) For general reading: Shakespeare's Merchant of Venice, and Julius Cæsar; The Sir Roger de Coverly Papers in *The Spectator*; Goldsmith's Vicar of Wakefield; Coleridge's Ancient Mariner; Scott's Ivanhoe; Carlyle's Essay on Burns; Tennyson's Princess; Lowell's Vision of Sir Launfal; George Eliot's Silas Marner.

(2) For study and practice: Shakespeare's Macbeth, Milton's Lycidas, Comus, L'Allegro, and Il Penseroso; Burke's Speech on Conciliation with America; Macaulay's Essays on Milton and Addison.

MATHEMATICS.—1. *Arithmetic*.—One applying for admission to the Freshman Class is supposed to have completed this subject, and should be thoroughly familiar with the whole of a good school Arithmetic.

2. *Algebra*.—The student should be thoroughly familiar with the whole of an ordinary school Algebra. In addition to this it is advisable, though not necessary, to study an advanced or College Algebra to equations of the 2nd degree.

3. *Geometry*.—A knowledge of the first three books of Plane Geometry is quite desirable, though not required for entrance.

LATIN.—1. *Grammar*.—Gildersleeve's Latin Primer, Latin Reader, and Exercise Book (fifty pages), or their equivalent; a Latin Grammar, e. g., Allen and Greenough's or Gildersleeve's, through case constructions.

2. *Reading*.—Four Books of Cæsar and Cicero's Orations against Catiline, or their equivalent.

GREEK. 1.—*Grammar*.—White's Beginner's Greek Book, or Gleason and Atherton's First Greek Book, or an equivalent.

2. *Reading*.—The first three Books of Xenophon's Anabasis.

OTHER BRANCHES.—Although no formal examinations are held on other branches, it is, of course, understood that the applicant has studied the ordinary high-school courses in Geography, Physical Geography, United States History, General History, Physiology, etc.

TO THE SCIENTIFIC COURSE.

This is also a four-year course and leads to the degree of B. S. In English, Latin, and Mathematics the requirements for entrance are the same as for the A. B. No Greek is required.

TO THE ECLECTIC COURSE.

Eclectic students may pursue any College courses for which, in the judgment of the Faculty and the Professor in charge, they are prepared. An eclectic student must have a full complement of studies, and their selection is subject to the control of the Faculty. Many students, eclectic in the early part of their course, go on to the attainment of a regular degree.

DEFICIENCIES IN PREPARATION.

It is a lamentable fact that many students learn to pass entrance examinations in Latin, Greek, and English who can neither spell correctly nor punctuate properly, and whose written work is not only crude and inelegant, but full of glaring mistakes in grammatical construction. Such a student is *not* "prepared for College," and the high school offering him for matriculation brings discredit upon its training.

In mathematics many students never learn to attack and solve problems alone, or to do any reasoning of their own. Even the solutions of illustrative problems are memorized, and "originals" in Arithmetic, Algebra, or Geometry are insurmountable obstacles till the teacher has solved each one, and the student committed each process to memory. However flattering the high-school grades of such a pupil may be, he is unprepared for College, and will probably be amazed and overwhelmed by the work required of him in Mathematics.

In Latin and Greek the most common and disastrous deficiency is ignorance of the declensions, conjugations, etc.,—the "forms" of the language. Although a pupil not familiar with the forms may have read hundreds of pages of Cæsar, Cicero, and Virgil, he is not "prepared" to enter and successfully pursue the Freshman course in Latin. The same may be said, *mutatis mutandis*, of preparation in Greek.

MAKING UP DEFICIENCIES.

As the public schools of the South give no instruction in Greek, provision is made for students to begin this study at College under a skilful and thoroughly competent instructor. It sometimes happens that applicants for admission are deficient in one or more of the above requirements. For their benefit there is one elementary class in Latin and one in Algebra.

The College has no attached academy nor preparatory department. Students wholly unprepared for regular College work are advised to remain in secondary schools.

ADMISSION ON CERTIFICATE.

The President will furnish on request blank certificates. These, when filled out by the teacher, furnish a detailed and complete account of the preparatory studies pursued, and of the student's class-standing, diligence, ability, and character. They furnish a much more satisfactory and complete description of the applicant's state of preparation than a hasty examination, and when forwarded to the President before the opening of the term, will probably render formal entrance examinations unnecessary.

EXAMINATIONS FOR ENTRANCE.

Entrance examinations at the College are usually held from 9 to 12 A. M., and from 2 till 5 P. M., on Wednesday of the opening week. They are both oral and in writing. New students arriving later may be examined on entrance, but all are urged to be present at the opening of the term. Much is lost by a delay of even a day or two.

ADVANCED STANDING.

Candidates for the higher classes will be examined on all the studies previously gone over by the class which they propose to enter. To no high school is given the right to enter students to the Sophomore class by simple certificate*, but certificates of courses taken at regularly incorporated Colleges and Universities of equal grade with Davidson will, in courtesy to these institutions, be accepted at their full value.

TESTIMONIALS.

Applicants for matriculation should submit to the President satisfactory testimonials of good moral character, and if from an academy or College, a certificate of dismissal in good standing.

* See page 20.

REGISTRATION.

The fall term of the College opens on the first Thursday of September, all classes meeting on that day according to the schedule of recitations. Tuesday, Wednesday, and Thursday of this week are registration days, and all students on the hill, both old and new, must report to the Bursar not later than four o'clock Thursday afternoon. Those arriving after the opening of the term are required to register within twenty-four hours after their arrival.

A student should first see the Bursar, Prof. John L. Douglas, settle College dues for the term, and receive a registration card. This should be immediately taken to the President, who will formally register and classify the student, and make out a provisional scheme of studies. This scheme is subject to change according to the results of entrance examinations, consultations with the professors in each department, etc.

ENTERING THE SOPHOMORE CLASS.

No high-school certificate guarantees admission to the Sophomore class, without examination. Those desiring to enter Soph., however, will do well to bring with them, from their former teachers, papers giving in full the various courses pursued, to assist the Faculty in determining their preparation.

Long experience proves that very few high schools in the South-Atlantic States adequately prepare pupils for the Sophomore Class at Davidson. High-School teachers claiming to do so are generally unacquainted with the Freshman work which they offer to duplicate. The Freshman courses in Physics and Bible cannot be given in any High School in our section, and the Freshman work in Latin, Greek, and Mathematics covers nearly two years of ordinary high-school courses in these studies. Still more is this true of first-year French and German. A student entering Soph., therefore, is nearly always handicapped by deficiencies and often overwhelmed by his work, although both

he and his teacher considered his preparation perfectly satisfactory.

This advice should not discourage the young man whose circumstances prevent his remaining in College more than three years. Let him prepare himself as thoroughly as possible for the Soph. class, and by diligence and proficiency he can make up what deficiencies exist, and graduate with his class. But, unless circumstances forbid, it is generally wiser that a student should enter Fresh., even though his teachers think he can get into the Sophomore class.

COLLEGE AND HIGH-SCHOOL GRADES.

In theory a student answering three-fourths of all the questions asked should be graded 75, answering three out of ten questions, 30, etc. In many of our preparatory schools, however, a system of "marking high" has gradually grown up till practically no marks are used below fifty, half the members of the class get over ninety, and such grades as 97, 98, 99, even 100, are too common to excite remark. This custom makes it advisable to warn parents that at Davidson the marking is strictly mathematical, and such final grades as 25, 40, 50, etc., are, unfortunately, not uncommon. No parent, therefore, can form a right estimate of his son's College work by comparing his College grades with those of his preparatory school.

A WORD WITH TEACHERS.

The attention of teachers preparing young men for matriculation at Davidson is especially called to the article entitled "Some Common Deficiencies in Preparation." The Principals of our high schools are assured that Davidson College is heartily in accord with them in their efforts to retain their pupils till they are thoroughly prepared for College work. The crowding of our Universities and Colleges with raw, imma-

ture, unprepared boys may fill out a catalogue and give an appearance of prosperity, but it is the bane of our Southern higher education. This custom cripples the high schools, and lowers the dignity and scholarship of our Universities and Colleges. Still more disastrous is its effect on the untrained and immature boys thus thrown too early into the freedom and temptations of College life. Even if their morals remain unharmed, they are generally so discouraged by the impossibility of mastering their studies, that after a short and partial course, marked by hopeless struggle and inevitable failure, their College education is abandoned in disgust. On the other hand the attempt on the part of the high schools to retain their pupils till they are deemed ready for the Sophomore class is not at all advisable, except under exceptional circumstances.

A WORD WITH PARENTS.

College fees for each term are payable on entrance. Should this be impracticable, parents should write to the Bursar, Prof. J. L. Douglas, or to the President, concerning special arrangements. It is better that money intended for College fees should be brought by the student, but *not in cash*. It is wiser and safer to make out a check or draft payable to the Bursar of Davidson College, which the student should carry to the Bursar as soon as possible. (See page 20). Table-board should be paid monthly, in advance whenever possible. Parents should not allow their sons to buy on credit, nor run open accounts at stores, nor borrow money from their fellow-students.

Every student should deposit his money in the Davidson Bank, and pay all his bills by checks. It is careless and unsafe to keep money in his room or in his pockets.

For many reasons the President should be notified beforehand of the intended matriculation of new students. Whenever possible, it is advantageous to have one's room and roommate selected before the term opens. Not only the President,

but each of the Professors, will do all in his power to assist new students in finding desirable and congenial room-mates, and a new student should feel no hesitation whatever in asking such advice and assistance. A large, cordial, and competent committee of the Young Men's Christian Association looks after the welfare of the new students, and assists them in securing rooms, boarding-houses, books, furniture, etc. Dr. T. P. Harrison has charge of the assignment of dormitories.

The fallacy, as widely current as it is mischievous, that no harm is done by entering a few days late, has in innumerable instances proved fatal to a student's success. For those acquainted only with schools which spend a week or ten days "getting started," it seems almost impossible to understand that at Davidson all classes are organized beforehand, all text-books are on the grounds, and recitations go on regularly from *the opening hour of the term*. Any adviser who tells a father or his son that a few days' tardiness "makes no difference" at the opening of the term is either ignorant or insincere.

A WORD TO NEW STUDENTS.

A new-comer in a college community is in some sense a guest under a strange roof. Under these circumstances there is a definite code of manners which places under the ban many actions and customs which will be perfectly proper a few months later. A new student should not be too chatty and communicative, nor unduly intimate with older students on short acquaintance. He should especially avoid egotism and everything resembling boasting, should be frank, cordial, and appreciative, but always self-respecting, without giving any ground for a suspicion that he is "toadying" or "boot-licking," when with influential College men.

The new student should join the Y. M. C. A., as an active or associate member, as soon as the term opens. He should also, unless special circumstances make it impossible, attach himself to one of the Literary Societies, and from the beginning actively

participate in all of its exercises. He should, however, resolutely refuse to join a fraternity without long and careful consideration, consultation with disinterested advisers, and a personal acquaintance with *every member* of the fraternity in question. Such a step is irrevocable and of profound influence and importance. It is childish folly to take it hastily, or on account of a sudden friendship not 24 hours old. The new student should remember that a verbal promise to join a fraternity in the future is an inviolable pledge.

A new-comer should be friendly with all, but should guard against hasty intimacies, and should especially avoid identifying himself, immediately on arrival, with some special College group. Many a student handicaps himself socially or morally, within a dozen hours after reaching College, by such sudden intimacies.

Another harmful custom which injures many newcomers is that of spending the first week or two making friends and becoming acquainted with their new surroundings, with the purpose of "settling down to study" after this period is over. This entire pamphlet might be filled with arguments against a course of action so unreasonable and harmful. Within the first two weeks of College life a new student is judged, his standing among his fellow-students largely determined, and the key-note of his whole College life struck. Every consideration, not only of duty but of self-interest, urges the student to begin hard and faithful work with the very first task assigned him. Any other course is sowing the seed of failure and of bitter and unavailing regret.

BOARDING-HOUSES, CLUBS, ETC.

The public "Mess-Hall" or "Commons," where scores or hundreds of young men take their meals together, with no lady at the table, and with a salaried manager in charge who has no pecuniary interest in making the fare or service attractive, has

never found favor with the Davidson authorities, and will never be adopted except as a last resort.

The Davidson boarding-houses are all private homes, which take table-boarders. The lady of the family presides at the table, the number of boarders at one place rarely exceeds 20 rowdyism and discourtesy are unknown, and the atmosphere of these boarding places is distinctly that of the home.

The boarding-clubs at Davidson bear no resemblance whatever to the organizations of similar name and purpose in other Colleges and Universities. They are distinguished from the family boarding-houses only in the financial arrangements and incidentally in the greater number of students. The lady of the house purchases all provisions and serves all meals in her own dining-room. At the close of the month the actual cost of the provisions purchased during the month is divided among the boarders, and in addition to this each one pays the lady of the house two dollars for her own labor, and the expenses of cooking, serving, house-rent, etc. Nearly half the students at Davidson thus obtain good, wholesome, and abundant food in these private homes at an average of about \$6.50 per calendar month, or less than sixty dollars for the College year.

The athletic teams, etc., visiting Davidson during the College session all seem much surprised at the unusually good fare and remarkably low prices of the Davidson clubs and boarding-houses. Scores of old students have made the remark that the longer their boarding-house experience since leaving Davidson the more their wonder grows at the Davidson fare and the Davidson prices.

THE DAVIDSON DORMITORIES.

Till very recently all the Davidson dormitories, like those of most Southern Colleges and Universities, were entirely unfurnished. At present all the rooms of the New Dormitory are furnished with two iron single beds, springs, mattresses, and pillows; also with bureau, washstand, table, and chairs.

All other rooms on the campus are entirely unfurnished.

Nearly all of these rooms are about 18 ft. square, lighted by two very large windows, and heated by an open grate. Their walls are so massive, and the floors so laid on cement, that they are very easily heated, and no one can be disturbed by noises in his neighbor's room. Two students occupying one of them will, therefore, need a complete outfit of furniture. With some students this means two or three large dry-goods boxes, a cheap double-bed, a few chairs, and bucket, dipper, and bowl. To others a carpet, curtains, bureau, two single beds, wash-stand, chiffonier, pictures, book-case, etc.

If a student does not live too far away, he should gather up the things which can be spared from his home, and send them by freight two weeks in advance of his arrival. A rocking-chair, single bedstead, mattress, bed-clothing, table, washstand, chiffonier or bureau, book-shelf, oil-can, crockery, shades or curtains, rugs, clothes bag, pictures, calendar—many of these things can be found lying unused about a house. If strong and serviceable, they cannot be too old or worn for such a purpose. Freight costs very little, and cash expenses at College are thereby lessened. Either new or second-hand furniture, however, can be cheaply purchased at Davidson, and a very few dollars will procure all that is positively necessary.

ROOMING IN THE VILLAGE.

Till within the past year or two the College had more dormitories than were needed. As the revenue from room-rent was necessary for the maintenance of the College, and as students scattered throughout the village and surrounding country would be out of reach of the knowledge and supervision of the Faculty, students were not allowed to room in the village except by special permission, and even when this permission was given, they still paid the regular College room-rent of the rooms thus left vacant, unless they were living in the village or staying in the home of a near relative.

At present the College is compelled to rent as dormitories all available rooms in private residences adjoining the campus, and can generally give a student his choice between one of these and a room on the campus. These village rooms are supplied with furniture by the College free of charge, the rental for one of them with furniture being the same as for unfurnished room on the campus, i. e., \$25.00 per year. It is hoped that before the opening of the fall term in 1905 another handsome dormitory with electric light, steam heat, and numerous bath-rooms, will be added to our present equipment.

COLLEGE EXPENSES.

The expenses of life at any College are divided into two classes; 1st, College fees, which can be accurately summed up, and 2d, Living Expenses, which vary so widely with the individual tastes and habits of the student that they can only be estimated.

The College fees at Davidson are as follows: For the fall term, Tuition \$25.00, Room-rent, \$10.00, Incidental fee \$6.00, Electric Light \$1.00, Medical fee \$1.00, Library fee, \$2.00, making a total of \$45.00. Each student on entrance makes a damage deposit of \$2.00, making a total of \$47.00, but as practically all of this is returned at Commencement, it is not properly an additional expense.

For the Spring term, Tuition \$35.00, Room-rent \$10.00 or \$15.00 according to location, Incidental fee \$9.00, Electric Light \$2.00, Medical fee \$2.00, Library fee \$2.00, making a total of \$65.00, or \$60.00 if a cheaper room is taken.

The rooms of the new dormitory are supplied with furniture, light, heat, baths, and service. Students occupying the corner rooms pay \$22.50 each per annum for these conveniences, those in other rooms \$20.00 each. This is, of course, in addition to the regular room rent, and applies only to students rooming in this building, who pay no electric light fee in addition.

The Trustees have recently added a Commencement fee of \$1.00 to be collected from each student who is not a member of one of the Literary Societies and therefore does not pay the Society Commencement fee.

These fees are payable at the beginning of the term. Should this date prove inconvenient, parents or prospective students should correspond with the President or Bursar with reference to special arrangements.

LIVING EXPENSES.

Table board at Davidson costs \$6.50, \$8.00, \$10.00, or \$12.00 per calendar month. Washing, about 90c. or a dollar per month of four weeks, room attendance about 50c. per month for each student, coal about \$5.00 per year, oil from \$2.00 to \$3.00 per year. The cost of text-books, like that of room furniture, varies widely, and can hardly be predicted. The entrance fees of the various College organizations vary from \$1.00 of the Y. M. C. A. to the much higher expenses of the Fraternities. There are no fees for the use of the baths and gymnasium, nor for the Physical Director.

Outside of the College fees many students bring their yearly expenses down to \$75.00 or \$100.00. Others less severely economical keep their expenses within \$150.00, while no one need spend more than \$200.00. This is, of course, exclusive of clothing and railroad fare.

No one need feel that lack of spending money will bebar him from the social or athletic life of the campus, or deprive him of influence or popularity. College life at Davidson is essentially democratic, and probably a majority of the leaders among the students are partially working their own way through College, or are the sons of parents who can with difficulty meet their College expenses.

~~ES~~ Every student is required to report to the Bursar and also to register, within twenty-four hours after his arrival.

SELF-HELP AT COLLEGE.

Nearly one-half of the students matriculating at Davidson assist in meeting the expenses of their College course, a large per cent. maintaining themselves entirely. Among these are found many of the ablest, most popular, and most influential students at Davidson in every class. Many work during the vacations as teachers, clerks, in summer-resort hotels, or as agents and canvassers, some making enough during the summer to meet all College expenses for the year. Others during the term act as janitors for the College, the Y. M. C. A., and the Literary Societies, as waiters on the tables of the boarding-houses, and as tutors or laboratory assistants, or help support themselves by hair-cutting, wood-sawing, copying, typewriting, stenography, etc. The most fruitful field for self-help, however, is in acting as agents for houses supplying clothing, shoes, hats, fountain-pens, athletic goods of every description, coal, furniture, and everything else needed by their fellow-students, or for steam-laundries, laundry-clubs, boarding-clubs, etc.

Success in most of these occupations depends on natural talent, but also on personal influence and acquaintanceship. Hence they are hardly available to a new student during his first term, but afterwards become more and more fruitful as a source of revenue and a means of self-help.

ASSISTANCE FOR NEEDY STUDENTS.

Davidson offers free tuition to the sons of ministers of all denominations, and to candidates for the Gospel ministry of all denominations if they have been formally received as candidates by their church authorities.

The Societas Fratrum is a Students' Aid Society whose object is to assist needy and deserving students by loans of money to be repaid out of their first earnings after leaving College.

A Ministerial Loan Fund has been founded by a philanthropic friend of Christian education to assist in the same way needy candidates for the ministry.

Twenty-four Scholarships have been founded by benevolent persons for the assistance of needy and worthy young men working their way to a higher education. Of these two pay all College fees, ten pay the incumbent's tuition, and the remainder pay the holder's room-rent and incidental fee.

ATHLETICS AT DAVIDSON.

Those who are acquainted with Davidson's athletic record need not be told that the College is interested in physical training, both indoor and outdoor. It is probable that in no College in the South is the custom of daily outdoor exercise so nearly universal. Ten to fifteen tennis courts are constantly occupied, and the former athletic field has proven entirely insufficient for the numerous football squads and baseball teams practising each afternoon.

Excellent macadam roads, extending two miles in each of three directions, give ample opportunity for running, walking, and bicycling, and the members of the Faculty not only take a warm interest in all such training, but unceasingly urge its value and necessity.

After a generation of absolute abstention from all intercollegiate games, Davidson has recently entered, with much caution and many restrictions, the field of Intercollegiate Athletics, and her teams each season play a small and strictly limited number of games away from the College. Every effort is made to keep free from the faintest trace of professionalism, from betting on games, and from loss of time. The total number of days lost each season by the College team rarely exceeds four, and is often less. No Davidson team has ever been accused of rowdyism, intemperance, or misbehavior of any sort when away from home—

a record which is more valued by the authorities than any series of victories on the gridiron or diamond.

Just now the College equipment for indoor athletic work is unsatisfactory and transitional. The Gymnasium, owing to our rapidly growing numbers, is entirely outgrown and insufficient, and the great increase in the expenses of the College (three Professors having been added in three years) has made it for the present impossible to employ a competent Gymnasium Director. The increasing interest and liberality of the Church, however, will soon remedy these defects and add to our numerous recent improvements a commodious Indoor Gymnasium, an Outdoor Gymnasium, a restored and improved Lake Wiley for aquatic sports, and a Director with a corps of Assistants.

The generosity of a warm friend of Davidson has already started the movement, and the Wm. H. Sprunt Athletic Field, spacious and admirably located, is already under construction.

It should be distinctly understood that the Faculty of Davidson regards the proper training of the body as a duty which it is criminal and short-sighted to underestimate and neglect. The sole cause of inefficiency and inadequate equipment in this department is POVERTY. Let the friends of the College and her glorious work understand the cause and remove it!

CARE OF THE SICK AT DAVIDSON.

The exceptional water-supply of Davidson, her piedmont climate and location, and the outdoor exercise so popular among her students, coupled with the wholesome fare of her family boarding-tables, make the serious sickness of a student a rare occurrence. It will give a sense of security, however, to know that the students' physician is Dr. J. P. Munroe, President of the N. C. Medical College, and that within two hundred feet of the Campus is the Hospital of the Medical College offering to all Davidson students room, lights, fuel, trained nurse, physicians' services, and board, for the nominal price of five dollars per week.

BIBLICAL INSTRUCTION AT DAVIDSON.

The Bible holds the first place in all Christian Education. All text-books become obsolete, or out of date, or unfashionable, or are superseded by improved editions made necessary by advancing science, advanced methods, or changing fads. Nothing can supersede the Bible or improve upon it as the text-book for the race.

Commentaries and books about the Bible cannot take its place.

1. Its divine origin gives it a rank above all other books.
2. For mental training its infallible truths are superior to all mere human knowledge.
3. Its literature is the inspiration of all the world's best literature.
4. As history it reveals God as the author of all things from the beginning.
5. It reveals God's methods in history for three thousand years.
6. It challenges the obeisance of all human thought and action.
7. It reveals the only perfect code of morals, and is the final test of all ethical philosophy.
8. It is the source of all spiritual life and growth when applied and sealed by the Holy Spirit its divine author.

We do not need to argue these propositions at Davidson, for they are assumed and acted on. Davidson College makes the Bible the text-book of all the classes, and we seek to make the Bible course the unifying course of all sound learning.

METHODS.

1. We study the Bible itself, and not books about the Bible. We use few helps besides a Bible-Dictionary and Bible Geography maps.

2. We follow the historical thread from Genesis to Revelation.

3. We do not teach Systematic Theology, while we do emphasize the great fundamental truths of Revelation.

4. There is little time for mere literary emphasis such as a teacher of Rhetoric and Belles Lettres very properly dwells upon.

5. We do the same sort of drill work in the Bible Classes as in other departments of study, and give practically as much time to Bible study as to the other studies.

6. The teacher makes only such explanations as the time and the grade of the class seem to permit.

7. Above all we assume the infallible and inspired nature of the Book from the very start, and we thus place it on the pedestal as supreme.

8. We hold that no education is complete which has no comprehensive knowledge of divine truth to give complexion to all else.

GENERAL INFORMATION.

LOCATION.

Davidson is 20 miles due North of Charlotte, has six passenger trains per day, with all needed telegraph, express, long-distance telephone, and other privileges. It is a "dry" town, in a "dry" section, noted for its progressiveness, its culture and morality, its paved streets, water-works, electric lights, and other conveniences not often enjoyed by towns three times its size.

CHURCH PRIVILEGES.

It is painfully unusual for students at our institutions of learning to have really adequate and helpful Church accommodations and Church privileges. Not only have the Davidson students their own Y. M. C. A. organization with its special building and its multiplied activities, and a regular Sabbath

School, which all attend, taught by the members of the Faculty, but their Church home at Davidson is a modern, beautiful, and comfortable building, its pastor is noted all over the South for his work among them, and the community constitutes one of the most liberal, active, and consecrated congregations of the Southern Assembly.

ELECTRIC LIGHTS AND WATER WORKS.

The College is unusually fortunate in possessing a complete system of water works from artesian tube wells. All the College dormitories, boarding houses, Professors' residences, etc., are supplied with this water, which has been pronounced by the state bacteriologist the purest drinking water ever tested in his office. All the College buildings, the campus, the streets of the village, and many of the stores and residences of the town are supplied with electric lights from the College plant. For the benefit of those who have been dissatisfied with the ordinary sixteen candle power electric light, it may be stated that every student's dormitory is furnished with the latest form of twenty-five candle power Meridian lamps with holophane reflector, and frosted spherical bulb. This gives a light for studying as nearly perfect as modern science can furnish. The College is supplied with seven bath-rooms, each fitted with shower baths and free to students at all hours.

LABORATORY APPARATUS, ETC.

It is not the purpose of this pamphlet to describe the courses of the college, nor its equipment in the way of cabinets, apparatus, library, and laboratory. The whole plant cost not far from a quarter of a million dollars. The campus is one of the most spacious and beautiful in the whole South, and all the resources of the College are concentrated upon the teaching of College branches.

THE COLLEGE PUBLICATIONS.

The Davidson College Bulletin is published four times a year, and is sent without charge to all who desire it. The Davidson

Magazine is published eight times a year by the Eumenean and Philanthropic Literary Societies. Its subscription price is a dollar and a half a year. The Davidson Annual, under the name of "Quips and Cranks," is gotten out by the students each year. This is elaborately illustrated and expensively gotten up. The annual catalogue is issued immediately after the close of each term about June first, and will be sent free to all who request it.

THE LITERARY SOCIETIES.

There are two literary societies at Davidson, the Eumenean and Philanthropic. Each has a commodious and handsomely furnished hall. They offer medals for excellence in composition, debate, and oratory, and the training afforded by them is a most important part of College education.

THE DAVIDSON LEAGUE.

The rapid improvement in the equipment of Davidson is largely due to this organization, which is composed of those friends of Davidson College who make an annual contribution of ten dollars each toward the improvement of the College buildings and equipment. Although the League is less than two years old its membership is considerably over three hundred members, and in a short time there will be at least five hundred names on its roll of honor.

THE NORTH CAROLINA MEDICAL COLLEGE.

This Medical school is one of the most prosperous in the South. Its growth has been rapid and the success of its graduates phenomenal. Quite a number of its students take special courses in Physics and Chemistry in the Davidson Laboratory, but the school is a separate institution from Davidson, having no connection whatever with Davidson College. Its President is Dr. J. P. Munroe, to whom all requests for information should be addressed.



The ♡ Fall ♡ Session

*of Davidson College always
begins at 8:30 A. M. on the
first Thursday of September
and Commencement day is
the*

Last Wednesday of May